



Measures of Student Learning MSLs

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Materials at thismeeting.wikspaces.com



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

Agenda

- Setting the Stage
- The Balancing Act
- MSL Design Process
- Enthusiasm, Concerns, and Other Teacher Feedback
- Next Steps for 2011-12



Guiding Principles

- North Carolina's experienced teachers know their students and their content
- They are the best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment



What MSLs Are

- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place



What MSLs Are Not

- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model



The Balancing Act

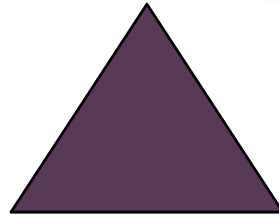
Given limited resources to dedicate to this work:

Freedom from Bias in
Results

High Levels of
Reliability

Ability to Feed Results
into EVAAS

High Levels of Content
Validity, with
Performance-based
Tasks



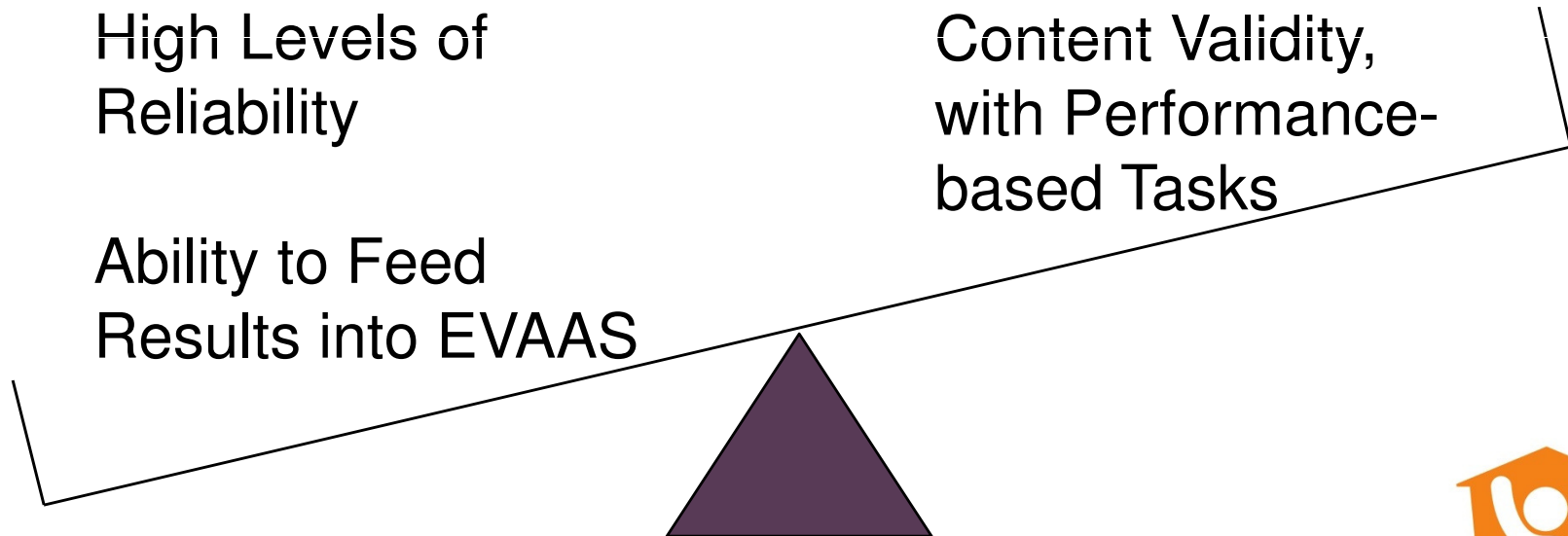
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Implementation Timeline

All teachers and administrators receive sixth/eighth standard ratings (with no mandated consequences).

Those with three years of data receive effectiveness determinations (with no mandated consequences).

Teachers of non-tested grades and subjects "own" school-wide data.

Teachers in tested grades and subjects without three years of data continue to accumulate data toward three year mark necessary for effectiveness determination.

MSL development continues.

All teachers and administrators receive sixth/eighth standard ratings (with mandated consequences).

Those with three years of data receive effectiveness determinations (with mandated consequences).

Measures of Student Learning roll out. Teachers in formerly non-tested grades and subjects "own" their own growth data.

Teachers in all grades and subjects without three years of data continue to accumulate data toward three year mark necessary for effectiveness determination.

All teachers and administrators receive sixth/eighth standard ratings (with mandated consequences).

Those with three years of data receive effectiveness determinations (with mandated consequences).

Measures of Student Learning roll out. Teachers in formerly non-tested grades and subjects "own" their own growth data.

The only teachers and administrators not receiving effectiveness determinations are those without three years of data.

2011 -
2012

2012 -
2013

2013 -
2014



Four “Buckets” of Assessment

1

EOCs,
EOGs and
VoCATS

2

Category
One of
MSLs

With appropriate
resources and time,
these MSLs can be
validated
psychometrically

3

Category
Two of MSLs

With the heavy emphasis
on performance, these
MSLs cannot be validated
psychometrically

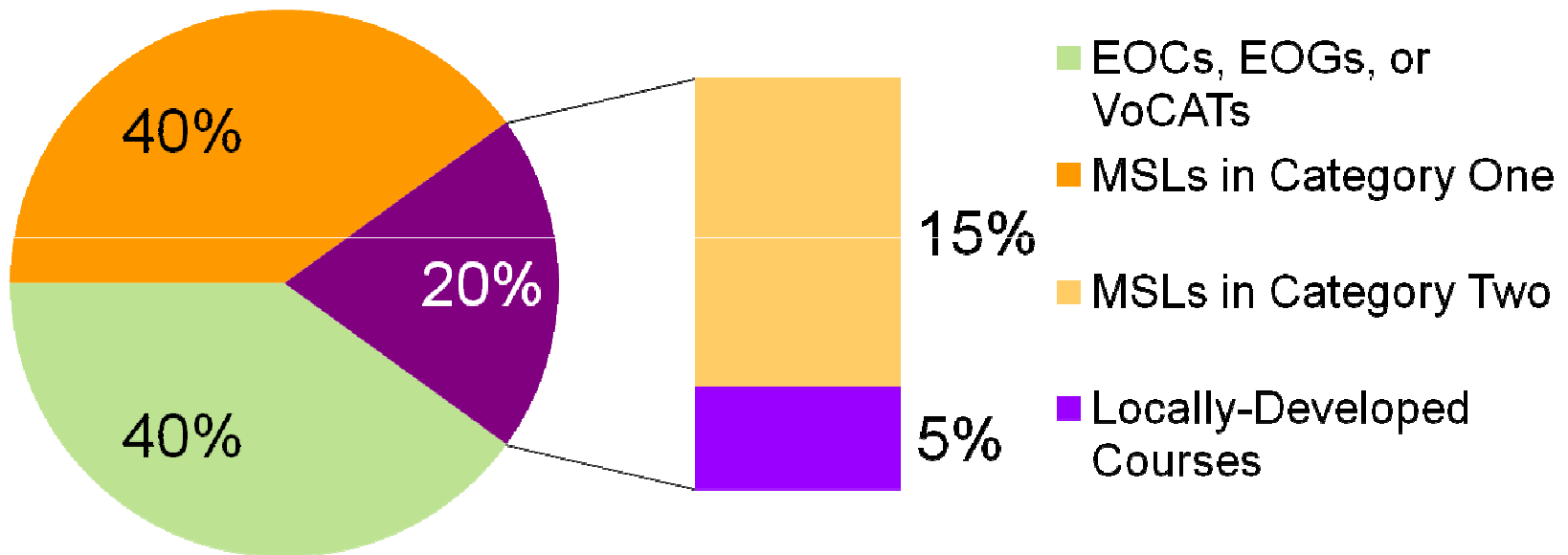
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Locally
Developed
Courses



A Picture of Assessment

North Carolina Teacher Workforce



MSL Design Process



Three Phase Process

October 2011:

Teachers design item specifications for all currently non-tested grades and subjects

Summer 2012:

Teachers return to vet items for inclusion on MSLs



Spring 2012:

TOPS at NC State University generates items based on teacher-generated specifications



Phase I: Create Groups and Select Members

Developed list of all non-tested courses and grades in the Common Core State Standards and NC Essential Standards

Grouped courses and grades together into like-content groups

Designed an online application system for interested educators to apply to join one of the design groups

Selected educators from over 1,500 applications

Responded to LEA concerns and notified teachers of final selection decisions



Phase I: Ensure Representation

105 Local Education Agencies

10 Charter Schools

Department of Juvenile Justice and Delinquency
Prevention

University of North Carolina

North Carolina Virtual Public School



Phase I: Provide Training

- The Measures of Student Learning design process and how the Measures fit into the State's educator effectiveness work
- Assessment design, including potential item types, reliability, and validity
- Overview of the Common Core and NC Essential Standards



Phase I: Gather Feedback

Through three feedback protocols, teachers provided answers to the following critical question:

**What does meaningful
assessment in your
content area look like?**



Preliminary Feedback:

To date, staff have consolidated input from K-2 English Language Arts and the Arts:

Subject Area	Teacher Input
K-2 ELA	<ul style="list-style-type: none">•Student growth needs to be measured throughout the year, as opposed to a “one-time” opportunity
	<ul style="list-style-type: none">•Student growth is measured through student writing, speaking, listening, and reading•Kindergarten ELA will need to have some type of pre-assessment•In grades 1 – 2, the previous year’s score could count as the starting point for measuring growth



Preliminary Feedback:

Subject Area	Teacher Input
The Arts	<ul style="list-style-type: none">•Growth in the arts can be measured through performance-based tasks and selected-response items•Performance-based tasks can assess the “creation” elements of the Essential Standards
	<ul style="list-style-type: none">•Selected-response items can assess the “culture and history” elements of the Essential Standards•Performance-based tasks need to be broad enough to cover curricular options. For example, a scale can be sung, played on a string instrument, or played on a wind instrument



Teacher Thoughts and Concerns:

Appreciation, pride, and even joy that their content areas are now being valued and that the State is recognizing that they impact the learning of their students

Worry about finding a valid way to measure student learning in an art or PE class that meets once a month and one that meets every day

Value the input of teachers into the process

Doubt over the sustainability of these Measures of Student Learning after Race to the Top ends

Worry about a “test-heavy” environment for students, especially young children



Next Steps for 2011 - 2012



Next Steps: 2011-12

- **Late December 2011/Early January 2012:** Engage TOPS to generate items.
- **Spring 2012:** TOPS generates items.
- **Early Summer 2012:** Teachers return to vet items.

